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ABSTRACT

Recognizing the importance of creating quality reading teachers, this paper describes a 15-week reading methods course incorporating university instruction with well-supervised field experience. Optimum conditions of easy access to schools and children, an abundance of basal and supplementary materials, and five hours per week of student time are assumed. One to three days of university instruction weekly, during which college students explore major reading topics through general texts and journal articles are suggested. For the remainder of the week, the paper proposes that students both observe how effective elementary and intermediate school teachers handle these topics, and develop their own lessons. The syllabus for this course, presented with suggestions for university and field assignments, includes the following topics: (1) the nature of reading, (2) the importance of language, (3) reading skills, (4) reading comprehension, (5) the Informal Reading Inventory, (6) the language experience approach, (7) basal readers, (8) individualized reading, (9) strategies for understanding narratives and expository paragraphs, (10) children's literature, and (11) grouping for instruction. Appendixes contain reading and study guides for journal articles, a glossary of reading terms, bibliographies of children's literature and guides for choosing children's books. (MM)

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A DESCRIPTION OF THE SINGLE PREPARATORY READING METHODS COURSE FOR PRESERVICE TEACHERS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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CS 007 161

This paper describes an initial reading methods course which is the only preparation for teaching reading that undergraduate students will receive. Along with this description rests an assumption of an "ideal situation". An ideal situation includes an abundance of basal and supplementary materials, easy access to schools and children, and five hours per week of student time. But more important, this ideal situation presupposes an adequate number of effective classroom teachers who implement the strategies and use the materials described in this course. Based on a knowledge of reading instruction, these teachers make instructional decisions which can be observed by the undergraduate. Generally they serve as exemplary models for the undergraduate students to emulate in their future endeavers.

MOST SIGNIFICANT OBJECTIVE

While it is to be hoped that undergraduates exit this course with an awareness of the complexity of the reading act as well as a repetoire of and experience with specific strategies to help children learn and love to read, the single most important thing I expect students to get from the course is an appreciation of the importance of an <u>effective</u> reading teacher in relation to student achievement. Three teacher characteristics underpin "effective": first, the belief system held by the teacher; second, the behaviors practiced by the teacher; and third, the knowledge base from which instructional decisions are made.

The teacher's belief system, by my definition, includes two conditions.

First, most children in the classroom are capable of learning to read. And second, quality instruction determined by the teacher makes a difference in the success and failure of students. The teacher, therefore, has a strong sense of responsibility to remediate student failure as well as a reluctance to pass that failure off as due to "poor home background", "uninterested parents", "lack of maturity", or any other pat explanation.

The behaviors practiced by the effective teacher are those suggested by research as correlating with student achievement. In several studies, attending, monitoring learning, structuring and absense of teacher criticism were related to achievement (Tidunoff, Berliner, and Rist, 1975; Rosenshine and Furst, 1973). Furthermore, teacher behavior includes the organization of academic tasks so that academic learning time is at a high level (Rosenshine and Berliner, 1978). It also contains ongoing diagnosis which determines the focus of instructional planning (Filty and Marliare, 1977). The term "direct instruction" is sometimes used to describe effective teacher practices and subsume the above behaviors (Berliner and Rosenshine, 1978; Berliner, 1981).

Teacher knowledge of reading instruction is the third component which serves to describe the effective teacher in this ideal situation. Decisions concerning what to teach which child; the appropriate level of difficulty for that instruction; the materials to motivate, interest, enhance learning; and finally an array of stragegies or activities to implement the predetermined instructional goal are skills that spring from knowledge of reading instruction.

Past research suggests that the teacher is the most important variable in the classroom (Bond and Dykstra, 1967). "The teacher makes the difference" is a familiar statement to reading educators. Common sense dictates the same conclusion. Parents of school children hope that their children are placed in "Mrs. Jones's class and not Mrs. Smith's class because Mrs. Jones is the best teacher". If an undergraduate realizes how critical his/her future role is in relation to student learning, the awareness will hopefully lead to self-monitoring of his/her classroom practices and further study via professional reading and/or future course work. Providing a worthy role model is one way to demonstrate effective classroom practices.

OUTLINE OF THE COURSE

This course is to be conducted over a fifteen week semester. The participants spend 1 to 3 days a week in a university classroom and the remainder of the week in an elementary school. The students are paired and assigned to a primary teacher and an intermediate teacher, alternating between the teachers. In this way the students are exposed to both instructional levels. Ten to twelve children at each level will constitute the groups with which the undergraduates will work.

At the university level, some procedures and assignments occur across topics. For instance, the instructor will select a textbook and assign portions which parallel the topic under consideration. He/she will assign additional outside readings in professional journals. In order to facilitate identification of key concepts, to increase comprehension, to suggest

a "journal schema" or "text chapter schema", and finally, to familiarize students with professional publications, a study guide will accompany each reading assignment (see Appendices 1-3). The instructor will also supply a glossary of a limited number of terms for student reference (see Appendix 4).

The instructor will begin each university class by reading one or two poems for children (see Appendix 5). My experience with preservice teachers indicates the majority have limited exposure to children's literature; therefore, this practice serves to expose them to a number of selections. The choices were arbitrary, determined by the poems I enjoy reading aloud and the poems my past classrooms responded to.

Finally, the undergraduate will receive constructive feedback concerning each endeavor in the classroom.

The weeks and topics to be covered are designated and described through a sentence outline. Following each topic and outline is an explanation of why the topic was chosen and what influenced how the topic will be taught. Finally the limitations of this course will be recognized.

WEEK 1 - four days/ university class, one day/elementary school

Topic: What is Reading?

I. The reading act can be described according to three major models of reading: top down, bottom up, and interactive.

II. Each model assumes a store of concepts and knowledge that is

either active or passive in the translation process from print to meaning.

III. The initiation of the translation process from print to meaning differs according to each model.

IV. Classroom practices reflect an orientation toward one of the reading models (i.e. a language experience story, a linguistic reader, or an eclectic basal series such as Houghton-Mifflin).

UNIVERSITY ASSIGNMENT

1. The student will read the appropriate textbook chapter.
2. The student will read an appropriate journal article.

FIELD EXPERIENCE

1. The students will meet their assigned primary and intermediate grade teachers and the groups of children with whom they will work this semester.
2. The students will observe one reading lesson using the observation form in Appendix 6.

Simple awareness of the three models of reading mandates sharing this knowledge with future reading teachers; however, the models themselves do not influence how I would teach the topic in a procedural sense. Teaching each topic I am strongly influenced by years of public school teaching which included direct instruction, demonstrations, and student practice which are also appropriate at the university level.

Nevertheless, these students lack much background information concerning reading and the models provide a framework in which to classify

instructional practices. My personal orientation to the reading act is an interactive one; therefore, top down and bottom up practices would be described in the context of a continuum of strategies that a teacher holding an interactive view of might use to meet the range of children's needs in the classroom. Thus my knowledge of the reading models influences the presentation and emphasis of information.

WEEK 2 - three days/ university class, two days/ elementary school

Topic: The Importance of Language

I. Language development may be considered a reflection of conceptual development (excluding children learning a new language).

II. Language is a vehicle for communication in all the language arts.

III. Reading as a language process requires language facility, ongoing language development, and the understanding of written language.

UNIVERSITY ASSIGNMENT

1. The student will read the appropriate text chapter.
2. The student will read an appropriate journal article.

FIELD EXPERIENCE

1. Using an observation guide, the students will observe the primary teacher's (PT) and intermediate teacher's (IT) use of storytime to expand concepts and vocabulary.
2. Under the guidance of the PT or IT, the students will plan an activity for a group of no more than ten children, which utilizes one of the language arts to expand vocabulary.

The choice of this topic was dictated by studies that suggest the importance of language development for reading success (Loban, 1963; Strickland, 1962). Indeed, all the reading models make provision for the reader's use of graphophonic, syntactic, and semantic knowledge of language; although, they vary as to the initial dominance and use of that knowledge (Goodman, 1976; Gough, 1972; Rumelhart, 1977).

WEEK 3 and 4 - six days/university class, four days/elementary school

Topic: Reading Skills

I. Readers use several skills which seem to function in concert to identify words.

   A. Sight words are thought of as those words that occur in language so frequently that readers must be able to identify them instantly so reading fluency is not disrupted.

   B. Phonics is the instruction that helps readers associate visual symbols with speech sounds; moreover, teachers may present this information in a synthetic and/or analytic manner.

   C. Structural analysis skills enable readers to address meaningful chunks (morphemes) of language and/or syllables in order to identify words.

   D. Context clues enable readers to use their knowledge of the syntax and semantics of language to suggest the identification of a word.

   E. Teachers provide practice for children on these skills in meaningful context.

UNIVERSITY ASSIGNMENT

1. The student will read the appropriate text chapter.
2. The student will take a phonics pretest and begin a programmed phonics text if needed.
3. The student will examine a linguistic reader and note the spelling patterns used.
4. The student will read an appropriate journal article.

FIELD EXPERIENCE

1. The students will observe the primary teacher teaching (a) sight words in and out of context (b) context clues to aid word identification (c) a phonics lesson using an analytic method and a phonics lesson using a synthetic method.
2. The students will observe the intermediate teacher teach (a) roots and affixes and (b) contextual clues to determine word meaning.
3. The students will use an observation guide to help them note important features of each lesson.

The rapid identification of words is a factor that distinguishes good and poor readers (Perfetti, Goldman, and Hogabaum, 1978; Perfetti and Hogabaum, 1975). The bottom up, and interactive model to some degree, indicate the importance of being able to identify the printed symbols so that the reader can better understand the author's message. Therefore, the word identification skills mentioned in the outline offer a variety of ways to help children decode successfully. Again the <u>how</u> to teach the

topic is influenced by experience. Identifying the terms, demonstrating the procedures, providing opportunities to observe the skills being taught, and requiring further work for those students who failed to grasp the concepts presented - all are components in the presentation of the topic to students.

WEEK 5 - three days/university class, two days/elementary school

Topic: Reading Lesson Plan for Direct Instruction

I. The lesson plan consists of activities planned by the teacher to enable children to achieve an instructional objective.

II. Instructional objectives are learner directed; are observable; describe the conditions under which the learner is to be evaluated; and state a criterion for evaluation.

III. The lesson plan has five components: (1) tell the students what they're going to learn; (2) tell the students how to perform the objective; (3) model or show them how to perform the objective; (4) provide student practice to apply what they are to learn, but monitor students closely; (5) evaluate student progress.

IV. The students will select two word identification skills and the instructor will model writing the lesson plans.

FIELD EXPERIENCE

1. Both the primary teacher and intermediate teacher will identify particular word identification skills that some group members

need to learn. The student will plan and execute two lessons for those children - one in the primary grades and one in the intermediate grades.

The choice of "Lesson Plan for Direct Instruction" as a topic is not influenced by the models of reading. Rather this choice is influenced by the process-product research dealing with teacher effectiveness (Good, 1979; McDonald, 1976; Rosenshine, 1976; Medley, 1977; Brophy and Everston, 1974). Although, to my knowledge, lesson plans per se have not been correlated to teacher effectiveness, implications to guide planning seem evident. Goals that are explicit to students, clear presentations that illustrate the task, and ongoing diagnosis are certainly implied components of the reading lesson. Even at the university level, when teaching this topic (or any topic), I tend to generally follow this same plan.

WEEK 6 and 7 - six days/university class, four days/elementary school

Topic: Reading Comprehension

I. Reading comprehension refers to the reader's ability to interact with the passage in order to apprehend the essential thoughts and relationships expressed by the author.

II. Reading comprehension is the ongoing and ultimate goal of reading instruction.

III. Comprehension may be affected by characteristics of the reader, the nature of the materials, the learning task, or the evaluation (Bransford, 1979).

IV. Comprehension may be considered in terms of a taxonomy in order to provide a framework for instructional purposes.

V. Skillful teacher questioning includes purpose setting questions, probing questions, questions aimed at different level of thinking, and wait-time.

VI. The instructor will model a lesson that teaches a comprehension skill.

UNIVERSITY ASSIGNMENT

1. The student will read the appropriate text chapter.
2. The student will read two journal articles.

FIELD EXPERIENCE

1. With the guidance of the primary and intermediate teachers, the students will select two comprehension skills to teach to the two groups of children using the lesson plan as instructed. Each lesson will span two days.

Studies based on a schema theory of the organization of knowledge -- or the way an individual uses his/her existing knowledge to interpret and organize the text -- imply a need for teachers to recognize the importance of prior knowledge when diagnosing student difficulties (Anderson, 1977). In contrast to this "top down" conception of comprehension, a "bottom up" view requires consideration of the linguistics of the text, such as unfamiliar vocabulary, sentence syntax, and text organization (Meyer, 1975; Walker and Meyer, 1980; Bormuth, Carr, Manning, and Pearson, 1970; Stein and Glenn, 1978). Ongoing diagnosis of children's

reading difficulties demands undergraduates at least be aware of some of the roadblocks to understanding text so the source of the problem can be attended to.

The inclusion of a taxonomy as a framework for instruction and teacher questioning was influenced by my past classroom experiences as well as Durkin's observations that teachers do not use questions to assist comprehension (1978-79). Undergraduates apparently need direction when asking questions (Guzak, 1967; Rowe, 1974; Trabasso, 1980). Trabasso, for example, argues for questions that require inferences to complete concepts and questions that require causal inferences to link events in a narrative story. Guzak indicates that teachers pose too many questions of a literal nature and should strive for higher level questions. Rowe's research shows how wait-time can increase student response.

WEEK 8 - four days/university class, one day/elementary school

(The students will have a mid-term exam on day one)

Topic: Informal Reading Inventory

I. The purposes of an IRI is to indicate an approximate instructional level for a child and to diagnose areas of reading difficulty (Betts, 1946).

II. An IRI could be constructed for a selected basal reader series.

III. Guidelines exist for administering, scoring and interpreting the IRI; however, they vary and reflect an orientation toward a model of reading.

UNIVERSITY ASSIGNMENT

1. The students will construct an IRI for the reading series used in the elementary school in which they teach.

FIELD EXPERIENCE

*1. The students will tape the administration, score and interpret an IRI at the primary level and at the intermediate level.

* The primary teacher and intermediate teacher will also give feedback concerning the accuracy of the administration, scoring, and the diagnosis of reading difficulties because they are more familiar with the children's strengths and weaknesses.

The informal reading inventory is included as a topic because it is a useful tool in the classroom to diagnose students' strengths and weaknesses. Errors or miscues may be analyzed as to type, i.e. graphophonic, syntactic, or semantic or analyzed as to specific units of a word, i.e. consonants, vowels, blends, prefixes, roots, suffixes.

WEEK 9 - two days/university class, three days/elementary school

Topic: Language Experience Approach

I. The language experience approach is based on the language and experiences of the reader and is seen as a communication process linked to speaking, listening, and writing (Allen, 1976; Hall, 1980).

II. An experience story tells about a shared activity and is the result of carefully planned events.

III. Additional learning activities may be planned around the word bank.

IV. This approach has advantages and disadvantages, but awareness of these permits teachers to use language experience stories to their greatest advantage.

UNIVERSITY ASSIGNMENT

1. The students will read appropriate text chapter.
2. The students will read an appropriate journal article.

FIELD EXPERIENCE

1. The students will plan a three day (hour) language experience event for the primary classroom. Included will be the experience to be shared, the dictation of a story, recording the story, providing additional copies of the story, use of the word bank, and the preservation of the story.

The interactive model of reading indicates that the reader uses semantic and syntactic as well as graphophonic knowledge in concert to identify and understand text (Rumelhart, 1977). The selection, therefore, of reading methods or approaches, includes those with both top down and bottom up characteristics. Furthermore, all approaches seem to have strengths and weaknesses which teachers must fit to learner needs. In order to successfully accomplish this, a repetoire of several options would seem to be a teacher asset. Therefore, this same rationale is pertinent for the next two topics, "Basal Readers" and "Individualized Reading".

WEEK 10 - three days/university class, two days/elementary school

Topic: Basal Readers

I. Contemporary basal readers tend to be eclectic in orientation and are designed to guide children through a series of books of increasing difficulty.

II. Basal programs include a vast array of materials from which the teacher selects in order to provide appropriate experiences for the children.

III. The majority of basal readers have lessons which generally conform to the Directed Reading Lesson.

IV. Some basal programs are characterized as "linguistic" basals or "phonics" basals.

V. Basal programs have strengths and weaknesses which teachers capitalize on or overcome by supplementing the program with other approaches.

UNIVERSITY ASSIGNMENT

1. The student will read the appropriate text chapter.
2. The student will read an appropriate journal article.

FIELD EXPERIENCE

1. In either the primary or intermediate classroom, the students will plan three consecutive days of reading instruction using the basal reader series with a directed reading lesson. They will include one word identification skill and one comprehension skill appropriate for the reading selection. They will teach

these skills during the "Extending Skills" section of the DRL but utilize the direct teach lesson plan previously practiced.

(See rationale under WEEK 9)

WEEK 11 - two days/university class, three days/elementary class

Topic: Individualized Reading

I. Organizing the classroom for individualized reading allows instruction to be centered on children's needs and interests.

II. Implementation of an individualized reading approach is characterized by self-selection of reading materials, self-pacing of reading, an ample classroom library, a teacher-pupil conference, and some sort of record keeping.

III. An effective teacher-pupil conference may be characterized by student book-sharing, oral reading, ongoing diagnosis of word identification and comprehension skills, and the building of a positive teacher-pupil relationship.

IV. Children are grouped at different times according to skill needs, interests, or research goals.

V. Individualized reading has strengths which teachers can emphasize and weaknesses which they can avoid - particularly when used in conjunction with another approach.

UNIVERSITY ASSIGNMENT

1. The student will read the appropriate textbook chapter.
2. The student will read an appropriate journal article.

FIELD EXPERIENCE

1. In either the primary or intermediate classroom, the students will plan three consecutive days using individualized reading. The students will include conferences in which the diagnosis of pupil reading difficulties occurs. From this diagnosis students will form a skill group and remediate observed difficulties. The students will devise a procedure for the children to share their books with their peers.

(See rationale under WEEK 9)

WEEK 12 - two days/university class, three days/elementary school

Topic: Other Strategies for Narratives and Expository Passages

I. The understanding of narrative stories may be facilitated using strategies other than the DRL.

   A. The Directed Reading Thinking Activity requires children to predict what they think will happen in the story, therefore, provides a purpose for reading (Stauffer, 1969).

   B. Story mapping requires children to address the categories identified by story grammar research via teacher questions (Beck, McKeown, McCaslin, and Burkes, 1979).

II. The comprehension of expository passages may be more difficult than narrative stories but facilitated by specific strategies.

   A. SQ3R is a technique to help students structure their comprehension of the text (Robinson, 1961).

B. Prereading guided reading requires students to focus on what they already know about a topic (Spiegel, 1980).

UNIVERSITY ASSIGNMENT

1. The students will read an appropriate journal article.
2. The students will read the appropriate textbook chapter.

FIELD EXPERIENCE

1. The students will teach a lesson from the basal reader, modifying the questions in the basal manual to comply with the criteria for the story mapping technique.
2. The students will teach a lesson from the basal reader, modifying the DRL to the DRTA.
3. The students will use the Prereading Guided Reading technique with the children's social studies or science text.

The choice of the topic "Other Strategies for Narratives and Expository Passages" was influenced by comprehension research at the Center for the Study of Reading and elsewhere, but particularly by the research on story grammar (Stein and Glenn, 1978) and schema theory (Anderson, 1977). Recommendations for the effectiveness of text material indicate SQ3R as useful for classroom instruction (Robinson, 1961). In my judgment, story mapping, the DRTA, and the prereading guided reading are instructional techniques which particularly reflect research findings on schema theory and story grammar. I would teach the techniques by describing them, demonstrating them, and requiring students to apply them in the elementary classroom.

WEEK 13 and 14 - five days/university classroom, five days/elementary school

Topic: Children's Literature

One of the objectives of the reading curriculum is the promotion of reading for pleasure. For children to become readers who actively seek books to enjoy is the mark of a successful reading program. Therefore, the encouragement of permanent reading interests is as valid and vital for children as teaching reading skills.

With this conceptualization of the reading curriculum, children's literature has a special role in the reading program. It is the vehicle by which children realize several goals which, in turn, motivate further reading. These goals for children's literature include (1) a way to better understand people and their behavior; (2) a way to suggest solutions to problems; (3) a way to experience events we might not otherwise be able to experience; (4) a way to be cognizant of and appreciate a range of subjects, writing styles, and genres; (5) a way to appreciate the author's and the illustrator's efforts.

Implicit in the previous remarks is that teachers have some knowledge of children's literature -- and teacher trainers offer undergraduates at least a framework in which to consider children's literature. The following subtopics are to be covered in five class days and assignments for these days are described. Application of this information occurs in the elementary school.

Day 1 - The History of Children's Literature

Children today can choose from thousands of books published each year covering a wide range of topics. Sharing the evaluation of children's literature, beginning with the oral tradition of storytelling to the number of books published today provides a framework to understand the changes in quantity and general subject matter. The growth of children's literature reflects a developing and growing society. The subject matter mirrors society's changing attitudes, values, and philosophies. The classroom teacher must understand and evaluate children's books as part of a developing culture so that he/she can select books to share with students.

Day 2 - The Kinds of Literature for Children

Another way to conceptualize literature for children is by types or categories. The categorizing system in this course is (1) poetry, (2) folk literature, (3) fiction, (4) biography, and (5) information books. Each category will be defined and examples shared with students. With this sort of framework, students can be certain to include a variety of literature types in their classrooms.

A. I will select portions of at least one book in each category to read aloud to the class. Because of time constraints only a sampling of an exciting, funny, or moving part of the book will be read. Hopefully, this will be a motivating event so that undergraduates will explore further children's books. (See Appendix 7 for a list of possible books to share in each category.)

Day 3

Other examples of children's literature will be shared through a display called "Looking at Children's Books".

Step 1. The instructor prepares seven stations in the university classroom. Each station has an array of books -- many more than needed to completerthe assignment (See Appendix 8 & 9).

Step 2. Station 2 requires a Dukane projector for the cassette and tape of Harold & the Purple Crayon.

Step 3. Station 4 requires a record player.

Step 4. The students examine the books at each station carefully and leisurely. They turn in the worksheet at the end of the class. The instructor serves as a resource person.

Day 4

Guidelines for the oral interpretation of children's literature is the subject for the fourth day of instruction. Oral interpretation means reading aloud to children. It is probably the one common literature sharing activity practiced by most primary teachers; although it should be continued through the grades. However, oral interpretation is more than just reading aloud. Huck and Kuhn (1968) believes oral reading helps

> . . . develop sensitivity to beautiful and descriptive language, fine characterization, and appreciation of plot structure. Enjoying books together heightens interests and deepens appreciation. (p. 659)

The 4th day class period chronology would be as follows:

1. The instructor will explain the nature of Oral Interpretation, to include:
   a. Definition of oral interpretation.
   b. Oral interpretation contrasted with acting.
   c. Cardinal rule of oral interpretation: Faithfulness to author's meaning and feelings.
   d. Integration of vocal characteristics (pitch, volume, quality, and rate) and body gestures to suggest the action and emotion of the story which, in turn, prods the imagination of the listeners to "fill in" and thus become involved.
   e. Oral interpretation formats include readers theatre and choral reading as well as solo reading.
2. The instructor will discuss choosing literature for oral interpretation.
   a. Literature must be appropriate for oral interpretation.
   b. Literature must be appropriate for the children.
   c. Literature must be appropriate for the reader.
3. By a combination of lecture and demonstration, the instructor explains and models effective oral interpretation of a literary selection:
   a. The teacher will carefully choose an appropriate book to be read aloud. Appropriate is defined as a book not already being read by the children, but one to enjoy while upgrading their literary tastes.
   b. The teacher practices the story before reading aloud to the

children. (This is not always realistic but certainly some readings can be prepared beforehand.)

c. The teacher seats the children close together so they can see the pictures and the teacher easily.

d. The teacher holds picture books so the children can see the pictures as she reads.

e. The teacher's voice must convey the author's meanings and moods. An enthusiastic rendition of a story can be achieved with practice.

f. The teacher will match the length of the story to the age level of the children.

g. The teacher will introduce the story by discussing the title and author, explaining the setting, making predictions about the story, and/or explaining unusual words. Introductions will be brief and serve to "set the stage".

h. The teacher will reread favorite parts of the story and discuss events if it seems warranted.

The book to be demonstrated at the university level will be Make Way for Ducklings by Robert McCloskey.

Day 5

Students (and teachers) can incorporate children's literature in the existing reading program in a variety of ways. Each literary addition to the reading program should have as its goal that of children gladly and happily reading. Therefore, one of the prerequisites to any successful

effort to incorporating children's literature in an existing reading program is to carve out a block of time for reading from the day's schedule -- and to hold that time sacred. Spiegel (1981) describes recreational reading as "voluntary reading of self-selected materials, either for information or for pleasure" (p. 3), but notes that a specific time to read for pleasure is required.

Teachers can alter traditional programs to include children's literature. For instance, the basal program offers too many activities for any teacher to use -- many in the form of ditto sheets. Time to savor and enjoy children's books can replace those many suggested ditto sheets. Programs built around the language experience approach need to add a quantity of books for children to read instead of only reading dictated stories. Objective-based reading programs often omit reading in the test-teach-retest cycle, but could easily include free reading in the cycle. The easiest traditional program in which to integrate children's literature is the individualized reading program. This program already provides self-selection and reading time; therefore, the teacher makes sure that quality books are available. Incorporating time for children's literature should not be a problem.

Building enthusiasm and interest in books of quality is necessary so that children choose those books to read themselves. Already mentioned is the teacher's sharing of books through oral reading. However, another avenue is available to awaken children's awareness of children's literature, namely children's sharing of books. Undergraduates can help children share books through book clubs, art activities, music, drama, puppetry and games. Specific instances of each

type of activity are available in resource books and are too numerous to mention here.

Programs built around literature can be characterized as structured or unstructured. An unstructured program relies on children's self-selection of books spanning a wide range of topics and genres. The teacher may or may not require book sharing. She may simply provide the time, the place, and an adequate number of quality selections. This type of program is based on student interests.

In contrast, a structured program is based on teacher goals. The program might be around a particular time in history to meet a social studies goal. For example, if the Civil or Revolutionary Wars are studied, Johnny Tremain, by E. Forbes and Across Five Aprils by Irene Hunt are books that the children could read. Another program might be organized around themes, such as humor, lonliness, or overcoming evil, which use story characters and events to help children understand these experiences. The teacher might choose a specific literary genre and have the children read and study examples of that genre. Topics like Indians, war heros, or artists - or the works of particular authors offer another way to build a program around literature.

Since few of us can stay current with the vast numbers of children's books published each year, instructors must share available sources of recommended book lists for children. This will be done in the form of a handout (see Appendix 10).

UNIVERSITY ASSIGNMENT

1. The students will read two Newbery and two Caldecott award books.
2. The students will locate and read two journal articles on children's literature which share ways to integrate literature in the classroom.
3. The students will read one picture book aloud to their partner. The partner will offer suggestions to improve performance.

FIELD EXPERIENCE

1. Under the direction of the PT or IT, the student will prepare a five day literature program (one hour per day) around a theme, author, era, etc. The student will select books to share and activities which entice children to read the books or which extend the concepts developed by the books. Each day the student will read aloud a portion of a book to the children.

WEEK 15 - four days/university class, 1 day/elementary school

Topic: Grouping for Instruction

I. Effective classroom management and organization relate to greater student achievement.

II. Teachers use either large or small groups in the elementary classroom; although small groups can be characterized as skill, interest, research, or ability groups.

III. The major concern when grouping is remediation of reading difficulties and increasing the amount of pupil-engaged time on selected tasks.

UNIVERSITY ASSIGNMENT

1. The students will read appropriate textbook chapter.
2. The students will participate in class discussion of the semester's experiences.
3. The students will take a final examination.

FIELD EXPERIENCE

1. The students will conclude any unfinished classroom activities and tell the teachers and children thank you and good-by.

CONCLUSTION

Several observations about cooperating teachers are in order at this time. First, it is difficult to find effective cooperating teachers all the time. The available cooperating teachers often engage in practices which are heartily not recommended at the university level. Because the cooperating teacher has considerable control and influence over the future teacher, it seems imperative that effective teachers be located. Hence, this "ideal situation" includes an effective classroom teacher.

Second, student teaching seems to be the heart of teacher training. Unfortunately, by the time student teaching occurs, there is no chance to remediate student defeciencies plus the reading educator is not supervising the student teachers' endeavors in reading instruction. Therefore, this course provides a well-supervised, structured field experience under the direction of an effective classroom teacher and university instructor who are working closely together to give constructive feedback and guidance to the future teacher. In addition this course is prior to student teaching

so the students have another opportunity at that time to practice with further supervision.

This proposed course has some limitations. The selected topics were not dealt with in the depth preferred. Testing, remedial techniques, culturally and linguistically different students, and even beginning reading certainly are topics that deserve more attention. However, this "ideal situation" was one course. Each of the above topics could be the theme of a specific course. Nevertheless, the suggestions offered here contain as many components as practical for preservice teachers taking one reading methods course.

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APPENDIX 1

READING GUIDE: Chapter 6 - "Developing Reading Comprehension", Teaching Children to Read by Richard J. Smith and Dale D. Johnson.

1. Reading comprehension is defined as a _____

_____

2. Reading comprehension is determined by several factors functioning in concert. These factors are:

a) _____

_____

b) _____

_____

c) _____

_____

d) _____

_____

The Reader

3. On page 130, two of the skills identified by Davis (1944) are essentially the same skill. In your judgement, which of the nine skills are synonomous? _____ and

_____.

4. Factors within the reader that affect comprehension are:

a) _____

b) _____

c) _____

5. Smith and Johnson urge care in the selection of materials for the reader. Why? _____

_____

_____

The Writer

6. The writer's skill is a major factor in reading comprehension. What do our authors' say about readability in relation to the writer's choice of sentence structure? _____

_____

_____

The teacher

7. Why must teachers exercise their instructional decision-making prerogatives when using commercial materials?

_____

_____

8. When is oral reading appropriate?

   a) _____

   b) _____

9. Why should teacher ALWAYS provide prereading assistance?

   a) _____

   _____

   b) _____

   _____

   c) _____

   _____

Teaching Specific Comprehension Skills

10. Smith and Johnson identify 10 comprehension skills to be directly taught in the elementary school. What is their position on elaborate and numerous lists of skills? _____

_____

11. What is the rationale for oral reading with appropriate expression?

_____

_____

12. Should oral reading be done with easy, moderate, or difficut material? (This is implied on pages 138-139) _____

_____

_____

Teacher-made Comprehension Tests

Read the guidelines carefully on page 152. These should help you determine appropriate classroom activities.

13. List the criteria for good comprehension tests.

a) _____

b) _____

c) _____

d) _____

* Read Activity 1 on page 154. This is an excellent model for you.

* The activities in this chapter are also appropriate for reading pupils. Don't neglect this source.

APPENDIX 2

STUDY GUIDE

"Recreational Reading: Do We Practice What is Preached?" by John N. Managiere and Margaret Riedell Corboy in The Reading Teacher, 34, no.8. May 1981, pp. 923-925.

1. Restate Smith and Dechant's educational goal in your own words.

_____

_____

_____

2. Recreational reading requires two prerequisites which are the responsibility of the teacher. They are:

a) _____

b) _____

3. Children's literature is a necessary part of a successful recreational reading program. In order to be effective with this aspect of a RR program, teacher must be knowledgable about _____

_____

and be able _____

_____.

4. The purpose of the authors' study was _____

_____

_____

5. Summarize the results of the study (hint: "results" means the findings shown in the table on page 924 -- it does not mean react to them.) _____

_____

6. What conclusions did the authors draw from the results of the survey?

a.

b.

c.

7. Please answer the questions in the survey:

Question 1: a)

b)

c)

Question 2: a) fiction

b) biography

c) poetry

d) anthology

e) fantasy/science fiction

f) picture books

g) mystery/adventure

Could you be an effective teacher who could arouse children to be avid readers or do you have a serious lack of knowledge in this critical area? Better take Eng. 3385 . . . . . .

APPENDIX 3

"What is the Value of the New Interest in Reading Comprehension?" by Delores Durkin. Language Arts, 58, no. 1, Jan. 1981, pp. 23-43.

This is indeed a lengthy article. After noting different responses reading educators might make concerning the presence of academicians from other disciplines in "reading research", Durkin organizes the article into seven topics:

Schema Theory
Schema Theory and Story Grammar
Comparisons of Spoken and Written Discourse
Readability
Anaphoric Devices
Questions and Comprehension
Conclusion

This study guide will be divided into portions which parallel the topics.

Schema Theory

1. What reading model is most compatible with schema theory?

_____

2. Why is it important for children to recall what they know about a topic before reading about it? _____

_____

_____

3. What does schema theory say about answers to teacher-posed questions?

_____

_____

Schema Theory and Story Grammar

4. Define story grammar. _____

_____

_____

5. Do all children have a schema for a story grammar? ____ Why or why not?

_____

_____

6. Do all writers include each element in story grammar? ____ If not, what must the reader do? _____

Comparison of Spoken and Written Discourse

7. What aspects of spoken language help a listener comprehend?

(1) _____ (2) _____

(3) _____ (4) _____

8. Why is written discourse often difficult?

(1) _____

(2) _____

9. How do writers help readers understand written discourse?

(1) _____

(2) _____

(3) _____

10. Reading aloud to children helps readers in four ways. These are:

(1) _____ (2) _____

(3) _____ (4) _____

Readability

11. Are short, simple sentences always easier? ____ Why or why not?

_____

_____

12. What factors are given first consideration by publishers when reducing readability?

(1) _____ (2) _____ (3) _____

Anaphoric Devices

13. Durkin obviously considers anaphoric devices a potential stumbling block for readers. Does she feel publishers devote enough attention to anaphora?

_____

14. According to Barnitz, when it is the anaphor, comprehension is easier when the referent is (1) _____;
the referent (2) _____.

Questions and Comprehension

15. What is an adjunct question? _____

_____

16. How does a prequestion affect comprehension? _____

_____

17. How does a postquestion affect comprehension? _____

_____

18. Why do questions have a facilitative effect on comprehension?

(1) _____

(2) _____

19. Durkin suggest "transfer" to be at the core of effective instruction.

What is "transfer"?

_____

_____

20. In what ways can you use this information in this class?

_____

_____

_____

CONGRATULATIONS! YOU MADE IT THROUGH THIS ARTICLE.

APPENDIX 4

GLOSSARY OF READING TERMS

Achievement tests - test designed to measure what has been learned.

Affix - syllable attached to beginning or end or word (usually adds to or changes meaning of root word).

Analytic phonic analysis - a phonics approach which involves teaching some sight vocabulary and then teaching the sounds that occur in known words.

Auditory acuity - having to do with accurate and clear hearing.

Auditory discrimination - having to do with the ability to note likenesses and differences of sounds.

Basal - one book in a publisher's series of sequential textbooks used to implement reading instruction.

Blend (cluster) - two or more adjacent consonant sounds blended together with each individual sound retaining its identity.

Context clues - aids to decoding words; the words, phrases, and sentences surrounding the material being read used to gain meaning.

Criterion-referenced test - relates an individual's test performance to absolute standards rather that the performance of others.

Diagnostic test - in reading instruction, a test administered on an individual basis to assess specific reading skills.

Digraph - two adjacent letters that represent a single speech sound.

Diphthong - vowel sounds that are usually treated as a single vowel unit for the purposes of word identification.

Eclectic - in reading, using many different methods of instruction.

Grapheme - a written symbol, letter, which represents a speech sound.

Language Experience - a method of teaching reading based on an individual's own language and experiences; usually the child dictates his story to the teacher, who writes it down, then uses it to teach the child to read.

Morpheme - smallest meaning-bearing unit of language.

Phoneme - smallest contrastive unit in the sound system of language (Grapheme - a written symbol representing a speech sound, phoneme-grapheme relationship - sound-symbol relationship in reading and writing).

Phonics - the phonetic rudiments used in teaching reading and spelling.

Phonogram - combinations of letters within words that function as pronounceable units. Ex: take, fine, right.

Preprimer - refers to the beginning paperbook books, usually three, of a basal reader series.

Primer - refers to the first hardback book of a basal reader series, to be used after the preprimers and before the first reader.

Rebus - a pictorial representation for a word which has been omitted from a sentence.

Semantics - having to do with the meaning of words.

Sight words - words recognized immediately without having to resort to analysis.

Structural analysis - having to do with skills which enable children to decode unfamiliar words by using meaningful units or morphemes.

Syntax - involves the way words are arranged in a sentence; it includes word order patterns and the functions of the various parts of speech - grammar.

Synthetic phonic analysis - a phonics approach which involves teaching the sounds associated with individual letters first and then teaching how these sounds are blended together to form words.

Trade book - term used to designate books, usually paperback, in a classroom library; a term used often in an Individualized Reading approach.

Visual acuity - having to do with accurate and clear sight.

APPENDIX 5

Poetry suggestions to be read aloud at the beginning of each university class.

1.	"Wynken, Blynken, and Nod"	Eugene Field
2.	"Animal Crackers"	Christopher Morley
3.	"The Owl and the Pussy Cat"	Edward Lear
4.	"The Walrus and the Carpenter"	Lewis Carroll
5.	"Tweedledum and Tweedledee"	Lewis Carroll
6.	"The Sugar Plum Tree"	Eugene Field
7.	"The Village Blacksmith"	Henry W. Longfellow
8.	"The Duel"	Eugene Field
9.	"My Shadow"	Robert L. Stevenson
10.	"Boats Sail on the Rivers"	Christina Rossetti
11.	"Time to Rise"	Robert L. Stevenson
12.	"Rain"	Robert L. Stevenson
13.	"The Raggedy Man"	James W. Riley
14.	"The Night Before Christmas"	Clement C. Moore
15.	"Paul Revere's Ride"	Henry W. Longfellow
16.	"Where Go the Boats"	Robert L. Stevenson
17.	"Custard the Dragon"	Ogden Nash
18.	"Little Orphant Annie"	James W. Riley
19.	"Something Told the Wild Geese"	Rachael Field
20.	"The Octopus"	Ogden Nash
21.	"The Porcupine"	Ogden Nash
22.	"The Panther"	Ogden Nash
23.	Poems from <u>When We Were Very Young</u>	A.A. Milne
24.	Poems from <u>Now We Are Six</u>	A.A. Milne

APPENDIX 6

Name _____

You are a guest at Crockett Elementary School. You MUST check in with the secretary and get an observer's badge. You must NOT procede further until this is done.

Go to the assigned area, introduce yourself to the teacher if she is not teaching. If she is teaching, wait until the lesson is over to do so.

Materials

1. Did the teacher tell the children what they will learn in this lesson?

_____

2. Did the teacher model the desired behavior (or objective)?

_____

3. Did each child get a chance to respond? _____

4. Were there unison responses? _____

5. What materials are being used? _____

_____

_____

6. What method is this teacher using? _____

_____

7. Are the children engaged in reading or prereading activities?

_____

8. Does the teacher maintain eye contact? _____

9. Does she give the children enough time to respond? _____

10. What does the teacher do when she gets the desired response?

(Describe) _____

_____

_____

11. What does she do when a child can not respond or responds incorrectly?

(Describe) _____

_____

_____

APPENDIX 7

I. Folk Literature

A. (Fairy Tales and Folk Tales)

Dragons and Other Fabulous Beasts by R. Blythe

Grimm's Fairy Tales: "Rumpelstiltskin" and "Hansel and Gretel"

Joel Chandler Harris: Uncle Remus stories

Hans Christian Anderson: "The Emperor's New Clothes"

The Tale of Meshka the Kvetch by C. Chapman

B. (Ballads)

"Casey Jones"

C. (Fables)

Aesop's Fables

II. Fiction

A. (Fantasies)

Anybody Home by Fisher

James and the Giant Peach by Nancy Burkert

The Wizard of Oz by Frank Baum

B. (Adventure Stories)

Superfudge by J. Blume

Huck Finn by Mark Twain

C. (Animal Stories)

The Bear on the Doorstep by J. Flory

Incredible Journey by Sheila Burnford, Black Beauty

D. (Stories of Other Lands)

The Wheel on the School by DeJong

Seven Grandmothers by Mirsky

E. (Historicl Fiction)

Johnny Tremain by Esther Forbes

The Little House books by Laura Ingalls Wilder

F. (Mystery and Detective Stories)

The Headless Roommate and Other Tales of Terror by D. Cohen

The House of Dies Drear by Hamilton

G. (Science Fiction)

A Wrinkle in Time by L'Engle

The Best New Thing by I. Asimov

Miss Pickerell Goes to Mars by E. MacGregor

H. (Social Issues/Personal Problems)

Chester by M. Shura

Fanny's Sister by P. Lively

III. Biography

Ten Brave Women by S. Daugherty

Leonard Bernstein by D. Ewen

John F. Kennedy by R. Kelly

IV. Irformation Books

The World You Inherit by Navarre

Ocean Frontiers by E. Davies

Two Kittens are Born by B. Schilling

APPENDIX 9

Station 1

Little Toot by H. Gramalky

The Snowy Day by Ezra Keats

Madeline by L. Bemelmans

The Happy Lion by L. Fatio

Dirty Harry by Gene Zion

Millions of Cats by W. Gag

The Tale of Peter Rabbit by B. Potter

Station 2

Harold and the Purple Crayon, by Crockett Johnson, cassette and filmstrip.

Station 3

The Complete Crayon Book by C. Alkema

Miss Hickory by C. Bailey

Santiago by P. Belpre

A Picture Has a Special Look by H. Borten

A Christmas Carol by C. Dickens

Sports and Games by H. Keith

The Spring Rider by J. Lawson

Assignment: Sports by R. Lipsyte

This is Hong Kong by M. Sasek

The First Book of Basketball by D. Schiffer

Paint All Kinds of Pictures by A. Spilka

Pencil, Pen, and Brush Drawing for Beginners by H. Weiss

Ice Hockey by E. Whitehead

Martin Luther King: The Peaceful Warrior by E. Clayton

Meet Thomas Jefferson by M. Barrett

Cesar Chavez by R. Franchere

All Around You: A First Look at the World by J. Bendick

Here Comes the Dolphins by A. Goudey

Frogs and Toads by H. Zim

Magic in Your Pockets by B. Severn

Station 4

Rikki Tikki Tembo

Oh Henry

The Little Old Man Who Couldn't Read

Station 5

Once a Mouse by M. Brown

The Boy's King Arthur by T. Malory

Hero Tales of Many Lands by A. Hazeltine

Sung Under the Silver Umbrella by Association for Childhood Education Int'l

Poems to Grow On

The First Book of Poetry

The Alphabet Tale by Garten

Cinderella

Chanticleer and the Fox by G. Chaucer

Fairy Tales, H.C. Anderson

The Golden Fleece and the Heroes Who Lived Before Achilles by P. Colum

Norse Gods and Giants by D'Aulaire and Parin

Tales of a Chinese Grandmother by F. Carpenter

Brian Wildsmith's Mother Goose by Bryan Wildsmith

Still Another Alphabet Book by J. Steptoe

Bronzeville Boys and Girls by G. Brooks

The Me Nobody Knows: Children's Voices from the Ghetto by S. Joseph

Sounds and Silences: Poetry for Now by R. Peck

Once Upon a Totem by C. Harris

Just So Stories by R. Kipling

The Fool of the World and the Flying Ship by A. Ransome

The Adventures of Rama by J. Gaer

Fables by J. La Fontaine

Station 6

Reading for Pleasure: Guidelines by Dixie Lee Spiegel

Developing Active Readers: Ideas for Parents, Teachers, and Librarians, by Monson and McClenathan (eds.)

Children and Literature by Jane H. Catterson (ed.)

Using Literature and Poetry Effectively by Jon Shapiro (ed.)

Children's Literature in the Elementary School by C. Huck and D. Kuhn

A Parent's Guide to Children's Reading by N. Larrick

A History of the Newbery and Caldecott Medals by I. Smith

A Critical Approach to Children's Literature by J. Smith

The Unreluctant Years by L. Smith

Using Literature with Young Children by B. Coody

Helping Children Read by S. Glazer and S. Brown

Response Guides for Teaching Children's Books by A. Somers and J. Worthington

Children's Literature: Strategies of Teaching by R. Whitehead

Station 7

The Story of Ferdinand by M. Leaf

Make Way for Ducklings by R. McCloskey

Where the Wild Things Are by M. Sendak

The Cat in the Hat by Dr. Seuss

Sylvester and the Magic Pebble by W. Steig

What Mary Jo Shared by J. Udry

The Biggest Bear by L. Ward

Sounder by W. Armstrong

Peter Pan by Sir James Barrie

Are You There God? It's Me, Margaret by J. Blume

Queenie Peavey by R. Burch

The Incredible Journey by S. Burnford

The Summer of the Swans by B. Byars

"B" Is for Betsy by C. Haywood

Stuart Little by E.B. White

Sam the Minuteman by N. Benchley

Riding the Pony Express by C. Bulla

Away Goes Sally by E. Coatsworth

Johnny Tremain by E. Forbes

Across Five Aprils by I. Hunt

Island of the Blue Dolphins by S. O'Dell

I, Juan de Pareja by E. Trevino

The Otterbury Incident by C. Day-Lewis

The Green Ginger Jar by C. Judson

The Jago Secret by A. Shead

Encyclopedia Brown: Boy Detective by D. Sobol

A Wrinkle in Time by M. L'Engle

Miss Pickerell Goes to Mars by E. MacGregor

Space Ship Under the Apple Tree by L. Slobodkin

From the Earth to the Moon by J. Verne

APPENDIX 10

Choosing a Student's Book :

There are many publications available for guidance in choosing students' books. A few of them are listed below with the addresses of where they may be purchased. However, your local students' librarian will have most of them available for your examination, and will, of course, be glad to help you with book selections.

Periodicals:

The Horn Book Magazine. Published bimonthly. Horn Book, Inc., 585 Boylston St., Boston, MA 02116.

The Reading Teacher, Journal of Reading, Published eight times a year. 800 Barksdale Road, Newark, Delaware 19711.

Language Arts, Published lnine times a year. 1111 Kenyon Road, Urbana, Illinois 61801.

There is a Scarcity of magazines available to parents that carry regular children's book reviews. A few magazines do have irregular children's book reviews and articles - Saturday Review/World, MS., Redbook, Ladies'Home Journal, Time, and Family Circle. These may be available in your library and on newsstands. Some newspapers in your library regularly devote space to children's book reviews.

Booklists:

Adventuring with Books: A Booklist for Preschool-Grade 8. Shelton L. Root, Jr., editorial chairman. An annotated bibliography of approximately 2400 titles selected both for literary merit and appeal to children. Arranged by subject areas. Rev. ed. 1973 Published by Citation Press for National Council of Teachers of English. Available from both Citation Press, 50W 44th Str., New York, NY 10036 and NCTE, 1111 Kenyon Rd., Urbana, I1 61801.

Children's Books Compiled by Virginia Gaviland and Lois Watt, with an area committee of children's librarians. Ann annotated bibliography arranged by subject and age group with reading level indication. Annual. Supt. of Documents, Govt. Printing Office, Washington, DC 20402 or Information Office, Library of Congress, Washington, DC 20450.

Children's Books of the Year. An annotated bibliography of several hundred books arranged by age groups and subject areas. Annual. Child Study Assn./ Wel-Met, Inc. 50 Madison Ave., New York, NY 10010.

Newbery Medal Books. A brochure listing Newbery Books with occasional annotations. American Library Assn., 50 E. Huron St., Chicago, IL 60611. Single copies available with a self-addressed label and 20¢ postage.

The Black Experience in Children's Books. A revised 1974 edition of an annotated bibliography. Arranged by age groups and subjects within various geographical areas. 126 pp. Office of Branch Libraries, New York Public Library, 8 E. 49th St., New York, NY 10016.

Fanfare.... Produced and selected annually by the Horn Book Magazine, this is a small sampling (25-30) of the most outstanding children's books published in the previous year. Each year the new list appears in October. Horn Book, Inc., 585 Boylston Str., Boston, MA 92116.

* "The Gifted Child in Literature" by Eileen Tway. Language Arts, Jan. 1980. An article including a book list for children who are different because of extraordinary abilities; some examples of the gifted child in literature.

* "Making Reading Real: Books and Self-awareness " by Lance Gentile and Merna McMillan. Journal of Reading, April, 1979. An article which includes an excellent booklist for children seeking to understand the Indian point of view and for an Indian youth seeking identity.

* "Realistic Literature about the Handicapped" by Ruth Fein and Adrienne Ginsberg. The Reading Teacher, April, 1978. An article including literature to prepare children to accept the handicapped.

* The above three articles serve only to illustrate the opportunities for literary themes available in these three periodicals.

Book Clubs for Students:

American Education Publications
- Rocket Book Club
- Star Time Book Club

Grolier Reading Program, Inc.
- Companion Library for Boys and Girls
- Dandelion Library

The Junior Discoverers Book Club

Junior Literary Guild

Division of Doubleday and Company
- Junior Literary Guild
- Young Adults

Nelson Doubleday, Inc.
- Junior Deluxe Editions Club
- Young World Reader's Club

Scholastic Book Services
- Campus Book Club 10-12
- Teen Age Book Club 7-9

For further information about children's book clubs, contact the following sources:

American Library Association
50 East Huron St.
Chicago, Ill 60611

Children's Book Center
University of Chicago
Graduate Library School
Chicago, Ill. 60637

Children's Book Council
Children's Book Council
175 Fifth Avenue
New York, NY 10010

Irvin Hass
Book Club Consultants
65 Diana's Trail
Roslyn Estates, New York 11576